# MLSC 600
# Introduction to Graduate Research, Analysis, and Exposition
# Winter 2019 – Syllabus

Meeting time and location: 6:15 – 9:30 PM Monday, ACC 305


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| **Instructor:** | **Deborah J. Barrett, Ph.D.,**<br>**Professor of the Practice of Writing and Communication** |
| **Phone:** | (713) 397-6567 (cell for text messages; please include your name) |
| **Office hours:** | By appointment through e-mail |
| **E-mail:** | **barrett@rice.edu (best way to reach me).** If you do not hear back from me in 24 hours, then please send me a text, since it means your e-mail did not get to me for some reason (often pushed into SPAM, which I only check every few days). |


## Introduction

*MLSC 600 Introduction to Graduate Research, Analysis, and Exposition* provides instruction and experience with scholarly research, analysis, writing, and oral expression at the graduate level. You will learn the analytical approaches used in reading, performing research, and writing in the disciplines represented in the MLS program—the humanities, social sciences, and sciences.

We will read several texts from the three disciplines and discuss research and writing conventions across all three, with a focus on analytical reading, rhetorical structures, argument, validity testing and use of evidence, use of effective language, tone, and style in traditional academic and contemporary writing, and the conventions for managing and documenting source materials found in the library and on the Web. We will explore some of the theories, sources, language, and the qualitative and quantitative research methods scholars and other writers use as they conduct original and secondary research.

Classes will consist of some lecture but will primarily involve interactive instructor and student led discussions based on the readings.

## Course Objectives

Many of you are probably experienced in business or professional communication, but you may have been away from academic writing for some time. Therefore, this course will reintroduce you to academic writing and introduce you to writing and communicating at the graduate level. In particular, MLSC 600 will help you to develop your ability to do the following:

- Demonstrate graduate-level analytical and critical thinking and reading abilities;
- Perform library and Internet scholarly research at a graduate level;
- Express the results of scholarly research and analysis and original ideas in the written formats that meet the criteria for graduate-level essays, papers, and reports; and
- Use oral expression, discussion, and presentation techniques at the level expected in graduate classrooms.

## Texts and Readings

**The following are the books we will be using:**

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers,* 10th ed., Bedford/St. Martin's, 2017.

Palmquist, Mike. *The Bedford Researcher,* 6th edition. Boston: Bedford/St. Martin's, 2018.

**The following readings will be posted in our course site in Canvas:**

Colapinto, John. "The Interpreter: Has a Remote Amazonian Tribe Upended Our Understanding of Language?" *The New Yorker,* April 2007, pp. 120 - .

Descartes, Rene, "Fourth Meditation: Of Truth and Error." Reprinted from *A World of Ideas*, 9th edition.

Eliot, T.S. "The Love Song of J. Alfred Prufrock."

Emerson, Ralph Waldo. "Self Reliance," Reprinted from *A World of Ideas*, 8th edition.

Faulkner, William. "A Rose for Emily" and excerpts from *The Bear*.

Fischman, Josh. "Criminal Minds," *Chronicle of Higher Education,* 12 June 2011.

Gould, Stephen. "Nonmoral Nature." Reprinted from *A World of Ideas*, 8th edition.

Hawking, Stephen W. "Our Picture of the Universe." Excerpt from *A Brief History of Time*.

Kapuscinski, Ryszard. *Travels with Herodotus* (selected excerpts).

Kolbert, Elizabeth. "Original Penguin." From *Sixth Extinction*.

Konner, Melvin. "Our Bodies, Our Choices." *American Prospect,* May 2007, pp. 37-41. Review and discussion of Sandel's "The Case Against Perfection."

McGowan, Kathleen, "How Much of Your Memory is True?" *Discover Magazine,* 3 August 2009.

Milgram, Stanley. "Some Conditions of Obedience and Disobedience to Authority." *Human Relations,* vol. 18, no. 1, 1965. pp. 57-75.

Moore, Monica. "Nonverbal Courtship Patterns in Women: Context and Consequences." *Ethology and Sociobiology,* vol. 6, no. 4, 1985, pp. 237-47.

Nagel, Thomas. "The Core of 'Mind and Cosmos,'" *The New York Times,* 18 August 2013.

Orr, H. Allen. "Awaiting the New Darwin." *The New York Review of Books,* 7 February 2013.

Nietzsche, Frederich. "Morality as Anti-Nature." Reprinted from A World of Ideas, 9th edition.

Pinker, Steven. "The Cognitive Niche" and "The Moral Instinct."

Sandel, Michael J. "The Case against Perfection." *Atlantic Monthly*, 293.3, April 2004, pp. 51-61.

Sword, Helen. Stylish Academic Writing. Cambridge, Mass.: Harvard University Press, 2012. Selected excerpts.

Thoreau, Henry David. Excerpts from *Walden and Civil Disobedience*.

Utley, Francis Lee (Compiler). Selections from *Bear, Man, and God: Eight Approaches to William Faulkner's The Bear*.

Weinberg, Steven. "A Designer Universe?" *The New York Review of Books.* Reprinted in Comley, Nancy, et al., eds.

Please note: In Canvas, I have posted and will post additional readings to supplement and complement those above. They are organized in the relevant course folders, and most are optional.

## Evaluation Principles and Assignment Guidelines

I will judge the merits of your work against a standard of excellence expected of students in a master's degree-level program at Rice University. Your essays should be argumentative, thoughtful, and intelligent in supporting a clearly defined and stated thesis.

1. I will evaluate the essays and all work according to the following criteria:
   a. Depth of content, original thinking, and insight into ideas discussed
   b. Logic, coherence, and organizational structure
   c. Clarity, confidence, and conciseness of writing style and expression
   d. Suitability of style and tone for the topic and discipline
   e. Correct use of grammar, punctuation, and spelling
   f. Adequacy of research methods and correct handling of sources and references
   g. Formatting and appearance (including careful proofreading for typos, etc.)
   h. Conforming to the instructions in this syllabus
   i. Overall academic quality of content, writing, and research
2. My intention is to work with you to develop your graduate writing, analytical, and research abilities. If at any time, you do not understand the evaluation of your work or have any other questions, please send me an e-mail or make an appointment to see me.
3. I will use the following scale when awarding grades on your major assignments:

| | | | |
|---|---|---|---|
| A+ = 98 | B+ = 88 | C+ = 78 | D = 65 |
| A = 95 | B = 85 | C = 75 | F = 50 |
| A- = 92 | B- = 82 | C- = 72 | R = Rewrite* |

*An "R" indicates that the assignment is not acceptable as it is, which means that it falls short in some way, either by not meeting the expectations of the assignment or by containing flaws in the content, logic, style, or format. If you receive an "R," you are expected to rewrite and resubmit the assignment to be reevaluated. Please turn in the original assignment when you turn in the rewritten work no later than a week from when the graded assignment is returned to you.

4. Please follow the formatting guidelines in Appendix A**.**
5. **Assignments should be placed in your personal Assignment area in Canvas**. Please note that Canvas only allows you to submit one assignment in the assignment area designated for each specific assignment topic. If you add another attachment, it will overwrite the first one submitted. Also, sometimes Apple users have had problems uploading their documents. Please check with Rice's IT Help Desk or Rebecca if you have trouble.
6. **You are expected to follow the Rice Honor Code for all work prepared for this course.** Most assignments call on your own thinking, ideas, and experience, although you will also be researching information written by others. You must be very careful to distinguish between what is your thinking and what are ideas from others by giving credit to **all** sources you use whether online or as hard copies and acknowledging those sources appropriately. You must place quotation marks around all words and phrases from others, create fully independent paraphrases, and include citations for all sources you read and use. **Not doing so is plagiarism, a violation of academic honesty policies and the Rice Honor Code.** Also, in this class having someone else write your essays or substantially edit your writing is considered a violation of the Honor Code; however, you may have someone read over your essays for clarity and slips in proofreading.

# Weekly Syllabus – Winter 2019

In the following weekly syllabus, you will find the readings, assignments, and other information to prepare for each class meeting. Unless otherwise indicated, the readings are from our primary text, *A World of Ideas*. You will want to bring your texts to class so that we can refer to information in the texts and to passages for discussion. I look forward to an active exchange of ideas with all of you as we discuss the readings included below.

**Green** indicates page length for reading assignments, with total pages, excluding *Bedford*, under Topics. Most of the readings from *A World of Ideas* will require close attention and thought and perhaps more than one reading to extract the major ideas. You will want to read the introductions to each section and reflect on the questions at the end of each essay so that you are better able to contribute to the class discussions.

**Blue** font indicates student-led discussion assignments. **Red** indicates an assignment is due.

| Class | Dates | Topics | Assignment |
|---|---|---|---|
| 1 | **Jan 7** | Introduction<br><br>Government & Leadership<br><br>Style with brief usage review<br><br>(94) | Introduction to the course and review of the syllabus and assignments. Also, you will sign up to lead the discussion of an assigned reading, and we will discuss performing rhetorical analyses and leading the class discussions.<br><br>Skim "Evaluating Ideas: An Introduction to Critical Reading," pp. 1-10 (10) and "Writing about Ideas: An Introduction to Rhetoric," pp. 11-48 (37).<br><br>Read Lao-tzu, "Thoughts from the *Tao-te Ching*," pp. 55-69 (14); Machiavelli, "The Qualities of the Prince," pp. 84-98 (14).<br><br>Please complete self-assessment of usage #1 (#2 is optional) posted in Canvas and determine your score using the key provided before coming to class. Depending on your score, you may want to skim the usage review in Canvas from *Leadership Communication*, 3rd edition, "The Language of Leaders" and "Appendix B: "The Business of Grammar." I will address any questions you have on the usage assessment.<br><br>Read *Bedford*, Part I - Joining the Conversation, Chapter 1 and In Canvas, read Sword, "Rules of Engagement" and "On Being Disciplined," pp. 3-22 (19). |
| 2 | **Jan 14** | Government & Leadership (cont'd)<br><br>More on style and graduate writing<br><br>(66) | Rousseau, "The Origin of Civil Society," pp. 99-115 (16); Jefferson, "The Declaration of Independence," pp. 116-23 (7); Tocqueville, "Government by Democracy in America," pp. 139-58 (19); Bhutto, "Islam and Democracy," pp. 171-86 (15).<br><br>Read *Bedford* Part II, Chapter 5 (evaluating sources); Part IV – Creating Your Document, Chapters 12 – 14 (thesis, argument, drafting).<br><br>In Canvas, read pp. 140-149 from *Style: The Basics of Clarity and Grace* Jefferson's style posted in Canvas (9). |

| Class | Dates | Topics | Assignment |
|---|---|---|---|
| 3 | **Jan 28** | The Mind/ Social Sciences | In Canvas: Descartes, "Fourth Meditation: Of Truth and Error" (13).<br>Plato, "The Allegory of the Cave," pp. 580-90 (12); Ryle, "The Ghost in the Machine," pp. 514-27 (13); Kandel, "The Problem of Consciousness," pp. 539-55 (16); Skim Jacobus Introductions to Freud and Jung. |
| | | More on research methods across disciplines and use of Zotero | Read *Bedford* – Part V, Chapter 19 (documentation systems) and skim Chapter 20 (MLA) and Chapter 22 (Chicago Style)<br><br>Please download Zotero to your personal computer before this class. It is a free **Firefox** extension at http://www.zotero.org/. We will talk briefly about the use of this program in class. You will find straightforward documentation on its use on the Fondren Web site at http://library.rice.edu/services/dmc/guides/ e-resources/zotero-handout and in Resources in Canvas. If you need more hands-on instruction, the university offers short-courses in its use (for scheduled courses, check http://library.rice.edu/ services/dmc/services/short-courses). |
| | | (54) | **Essay 1 due. Place in Canvas by 5:00 today.** |
| 4 | **Feb 4** | Social Sciences (cont'd) | Nozick, "Emotions," pp. 528-38 (10); Gardner, "A Rounded Version: The Theory of Multiple Intelligences," pp. 556-73 (17).<br>In Canvas: Pinker, "The Cognitive Niche" (7); McGowan, "How Much of Your Memory is True?" *Discover Magazine* (5); and Fischman, "Criminal Minds," *Chronicle of Higher Education* (7). |
| | | Research in social sciences | We will discuss the articles below posted in Canvas as well; these are examples of the research methods discussed in the social sciences. We will focus on structure and format in particular. A quick reading of them should be sufficient for class discussion:<br>1. Milgram. "Some Conditions of Obedience and Disobedience to Authority" (19).<br>2. Moore, "Nonverbal Courtship Patterns in Women: Context and Consequences" (10).<br><br>Read *Bedford* Part III Collecting Information, Chapters 10 – 11 (searching digital and library, plus field research); Skim Chapter 21 – "Using APA Style" |
| | | IRB policies<br><br>(75) | We will look at sources on human subject research: Rice University's Office of Sponsored Research - IRB - Human Subjects http://osr.rice.edu/template. cfm?pageid=10) and review handout on IRB at Rice in Canvas. |

| Class | Dates | Topics | Assignment |
|---|---|---|---|
| 5 | **Feb 11** | Nature and Science<br><br>(82) | Bacon, "The Four Idols," pp. 591-605 (16) and Darwin, "Natural Selection," pp. 606-20 (16).<br><br>In Canvas: Gould, "Nonmoral Nature" (14); Nagel, "The Core of 'Mind and Cosmos'" (3); Orr, "Awaiting the New Darwin" (11); Kolbert, "The Original Penguin" (22).<br><br>Read *Bedford*, Chapter 8 (managing info) and Chapter 9 (Plagiarism)<br><br>**Essay #2 due. Place in Canvas by 5:00 today.** |
| 6 | **Feb 18** | Science (cont'd)<br><br>The genetic testing and engineering debate<br><br>(68) | Kaku, "The Theory of the Universe?" pp. 641-56 (15); Randall, "Newtonian Gravity and Special Relativity," pp. 670-81 (6); Kitcher, "Inescapable Eugenics," pp. 656-69 (13).<br><br>In Canvas: Weinberg, "A Designer Universe?" (9); Hawking, "Our Picture of the Universe" (10); Sandel, "The Case Against Perfection" (10); Konner, "Our Bodies, Our Choices" (5).<br><br>Read *Bedford* Part I, Chapters 2 and 3 (focusing topic, developing research question); Part II, Chapter 7 (information and proposals)<br><br>Lecture on delivering presentations. See posted PPT in Canvas. |
| 7 | **Feb 25** | Ethics and Morality<br><br>(63) | Gazzaniga, "Toward a Universal Ethics," pp. 784-800 (16); Appiah, "The Case Against Character," pp. 801-16 (17).<br><br>In Canvas: Pinker, "The Moral Instinct" (15); Nietzsche, "Morality as Anti-Nature" (15).<br><br>**Research proposal due.** Place paper and PPT in Canvas by 5:00 today and come prepared to present your proposal to the class in a stand-up formal presentation. |
| 8 | **Mar 4** | Individual, Society, and Justice<br><br>(88) | In Canvas: Emerson, "Self-Reliance" (14); Thoreau, "Civil Disobedience," pp. 720-42 (22); "Where I Lived and What I Lived For," from *Walden* (11).<br><br>Read *Bedford*, Part IV, Chapter 15 (using sources)<br><br>Rawls, "A Theory of Justice," pp 271-81(10); Douglass, From *The Narrative of the Life of Frederick Douglass, An American Slave*, pp. 743-56 (13); King, "Letter from Birmingham Jail," pp. 252-70 (18). |

| Class | Dates | Topics | Assignment |
|---|---|---|---|
| 9 | Mar 11 | Reading and Writing about Literature<br><br>(86) | In Canvas: Eliot, "The Love Song of J. Alfred Prufrock" (6); William Faulkner's "A Rose for Emily" (12); you will find completing the chronology chart in Canvas helpful in understanding this story; and the following selected and posted readings excerpted from *Bear, Man, and God* (68).<br>1. Introduction, pp. 3-4<br>2. "The Bear," pp. 5—43, 79-88 (sections 1–3 and 5).<br>3. The Role of Personal Experience in Faulkner's Work, pp. 94-101<br>4. Cultural Roots of "The Bear," pp. 127-37<br>5. The Relation of Style and Form to Meaning in Faulkner's Work – Faulkner's Concepts of Time, pp. 290-93.<br>Read *Bedford*, Part IV, Chapters 16 and 17 (designing and revising) |
| 10 | Mar 18 | Language and Culture<br><br>(116) | Postman, "The Word Weavers/The World Makers," pp. 282-97 (15); Woolf, "Shakespeare's Sister," pp. 220-35 (15). In Canvas: Smith, "Speaking in Tongues" (15); Colapinto, "The Interpreter: Has a Remote Amazonian Tribe Upended Our Understanding of Language?" (14), and excerpts from *Travels with Herodotus* by Ryszard Kapuscinski (57). |
| 11 | Mar 25 | Final presentations | **Final research presentations and research papers due.**<br><br>Celebration. |

## Assignments with Due Dates and Values

The table below includes the due date and value for each assignment.

| Due Date | Assignments | Value |
|---|---|---|
| **Jan 14** | Class discussion leadership of one reading (20 minutes) and rhetorical analysis (4-5 pages) | 15% |
| **Jan 28** | Essay # 1 – Government/Leadership (4 – 5 pages 650 - 1000 words) | 10% |
| **Feb 11** | Essay # 2 – The Mind (4-7 pages – 1000 – 1500 words) | 15% |
| **Feb 25** | Research proposal (3-5 pages, plus appendices) | 10% |
| **Feb 25** | Research proposal presentation (5-7-minutes, plus 5 minute Q&A) – feedback, but no grade | 0% |
| **Mar 25** | Final research presentation (8-10 minutes, plus 5 minute Q&A, timing depends on class size) | 10% |
| **Mar 25** | Research paper (12 page max, excluding bibliography and any exhibits) | 20% |
| Throughout semester | Class participation and attendance, contributions to discussions | 20% |

# Instructions on Assignments

Below you will find the instructions for each of the assignments listed in the syllabus.

## In-Class Discussion Leadership and Rhetorical Analysis of A Reading

Each person will be asked to sign up to lead the discussion of a selected reading for a class meeting. For the oral discussion, I want you to concentrate on the content (history, themes, messages, and ideas), and for the written rhetorical analysis, focus on the rhetorical devices and style. In *A World of Ideas*, the questions following each essay should guide you in developing your class discussion. You may use other sources from those included in the text for biographical information and historical information on the reading, but you are not required to do so. If you do, identify the sources in your discussion, and if you use them in the written analysis, make sure to include citations. Also, Chapter 13 in Bedford covers some of the requested content for the written analysis (specific page references are included below).

On the night you lead the discussion, please turn in your written rhetorical analysis to me. It should include the following headings and content. Unlike the rest of the written assignments, this one may be single spaced, but it should be no more than 5 pages long.

1. Author, title, and context (reaction to event, part of another work, audience, etc.)
2. Stated and implied purposes (if different from stated purpose) (See Bedford, p. 12 for good questions to ask to uncover context and purpose.)
3. Description of argumentative structure (classical, Toulmin, Rogerian, or a combination) with a brief outline of the pattern
4. Primary methods of development (definition, comparison, example, cause and effect, quotations or other references to others, etc.) with examples of each (See Bedford, pp. 215-227 for others)
5. Rhetorical strategies and techniques, such as use of any of the following **with examples**:
    a. Figurative language (similes, metaphors, symbols, imagery)
    b. Appeals to emotions (pathos), logic (logos), or ethos (See Bedford, pp. 208-211)
    c. Logical fallacies (See Bedford, p. 212-215)
6. Style (**provide examples from the reading for each of the following**)
    a. Clarity and conciseness
    b. Use of language, word choices (diction)
    c. Passive or active voice
    d. Simple or complex sentences; short or long sentences

The objective of this assignment is to help you appreciate a writer's use of language for rhetorical purposes (usually to argue a point of view or persuade others).

For this assignment, you will be evaluated on the thought that you have put in to the reading and the richness you bring to the class discussion of it and on your written rhetorical analysis. The weight of each portion in terms of grade is as follows: (1) Discussion leadership (5%) and (2) Written analysis (10%).

We will allow 20 minutes per student, so plan your part of the discussion for this length of time. You should plan to engage the class actively in discussing the work. In other words, come with information but also questions to get us all involved.

# Essays

You will be writing two essays, one on the readings under the Government and Leadership topic and one on the readings from the Mind/Social Sciences topic. You will need to focus your discussion so that you can provide a narrow but well-developed argument.

## Essay #1 – Government/Leadership

For the first essay (4 to 5 double-spaced pages), you are to use **only** your text, mind, and experience, **no** on-line or other resources. Select one of the following topics from *A World of Idea* and narrow it so that you can develop your argument effectively in the space allotted. See Jacobus text for related questions and discussion of each topic.

1. Page 115, Question #6: Write an essay on Rousseau's views of property in comparison to your own views or the views of today's society or legal guidelines. Or Question #7: Write on Rousseau's thinking on the role of common people compared to Machiavelli's.
2. Page 123, Question #6: Write an essay on Jefferson's agreement or disagreement with Lao-tzu's conception of human nature and of government. Or Question 8: Write on the principles Jefferson shares with Rousseau.
3. Page 158, Question # 6: Write on Tocqueville's statement, "No one has any concern for what happened before his time."
4. Pages 185-186, Question #3: Compare the preamble of Pakistan's Constituion with the Constitution of the United States. Or Question #7: Bhutto states that "secularism" is a problem for Muslims and argues that the religion of Islam is not an impediment to demoncracy. Agree or disagree with Bhutto on the separation of church and state.

Please be careful in comparing or contrasting the writers and their ideas that your essay is not simply descriptive; go to the next step and draw meaningful conclusions from the similarities or differences. For example, saying Jefferson's ideas compare to Rousseau's is not strong enough to carry an argument. An argumentative thesis usually leads to a stronger essay, so if the topic allows and most do, take a stand and write to convince your audience of your point of view. Remember to cite all references to your primary source; provide the author's name with page and paragraph references from *A World of Ideas* in parentheses as follows (Rousseau, p. 102, para 3), and cite any references to Jacobus's introductions and notes by identifying them as follows: (Jacobus, p. 99). No bibliography is needed for this essay.

## Essay #2 – Essay on the Mind

For this essay (4 to 7 double-spaced pages), select **one** of the theories or concepts from the readings under the topic the Mind/Social Sciences as your focus. Locate two scholarly articles in which one of the theories or concepts from these readings is discussed, either in support of or in opposition to the idea. Using these articles, the original essay, and your own thinking about the idea, discuss the validity of the concept and any major issues with it. You should state a thesis either agreeing or disagreeing with the scholar's argument, recognizing that proving or disproving based on only two sources is challenging. Some of the essays provide a non-scholar's view (often a journalist's) of the ideas of the original researcher, who is a scholar on the topic. You must go to the publications of the scholars and use their research findings to support your discussion. The essays we are reading for class are starting points in most cases and not the definitive proof for the conclusions expressed.

*Essay #2 (continued)*

You may want to find articles providing opposing views and use the disagreeing researcher's ideas to support your view or use this opposing critic as one against whom you argue. This refutation may be a small part of your overall argument or you may want to set up your entire discussion as a refutation. I am interested in your original thinking on the topic as well as your ability to weave in the ideas of others as you argue your point of view. Please remember to cite all references, including your primary one using APA, MLA, or Chicago style. You will need a bibliography, which will include your primary source (*A World of Ideas* or other) and the secondary scholarly articles used in developing your discussion.

## Research Paper Assignment

The research paper should be an argumentative essay with an original thesis related to or inspired by the readings from *A World of Ideas* or other course materials and supported by secondary research (library or online). Your final paper should be no more than 12 pages maximum, excluding bibliography and any exhibits or other appendices, so please make sure you narrow your topic adequately to keep it under this length. Please follow the formatting guidelines in Appendix A and posted in Canvas for academic essays, and depending on the discipline you plan to emphasize, you should follow the MLA, APA, or Chicago formats for documenting your sources. Also, be careful to cite any direct quotations or paraphrases from all of your sources.

You may select to approach any of the many topics touched upon in the readings from the point of view of the humanities, social sciences, or science. The essays included in this text provide a very rich collection of ideas, representing major historical and contemporary philosophical, social, political, psychological, scientific, and technological subjects. I am hoping to see an array of topics based on your individual interests so that we can all learn more about the essays, authors, and ideas as well as how any of them might be approached using a discipline-specific research method.

The overall goal of your discussion is to **add** to the conversation on the author, reading, or topic; therefore, you will want to avoid rehashing class discussions and make sure to select a point of view or critique original to you that we did not explore in our class discussion and that others have not already settled in the academic arena. You may select another essay of any of the authors represented, but be careful going down this road since it may end up taking too much time to read and select just the right essay (as much fun as this could be, we do need to be practical).

You will find specific topics on each essay in the discussions preceding them and in the questions following them. Also, I have posted a bibliography of other works by the authors and additional references, which include discussions and critiques.

In addition to the final research paper, you will do a proposal and two formal presentations on your topic. These are described below.

### Research Proposal

For your research proposal (3-5 pages), you are to write up your planned topic and approach for the research paper, including the following information:

1. Working title for your project and primary thematic focus (political, social, psychological, philosophical, scientific, economic, historical, literary, etc.);

*Research Proposal (continued)*

2. Research question. What is it that you are planning to answer and what is your purpose in answering it?
3. Research approach (literary, library-focused, qualitative, quantitative, or mixed methods)
4. Rationale for selecting this topic and research method. Why is this theme of interest to you? Do you have expertise in a related discipline that you plan to use? Is it a subject you see as one you will pursue outside of class or in future class work?
5. Brief review of any key findings you uncovered in your preliminary research.
6. Action plan with major tasks and timing for your research and writing. Please create a table or Chevron graph as discussed in class.
7. Any key challenges you anticipate in completing this research.
8. Working bibliography. List all sources you have found that you think you possibly could use. (See pp. 102-103 in Bedford.)

If you plan to do an interview or a survey, remember to include copies of your interview guide and a draft of your survey in your appendix. Also, determine if you need IRB approval.

Please label the sections of your proposals using headings. For example, **Research Question,** then follow the heading with complete sentences discussing your question.

## Proposal Presentation

The proposal presentation should be a prepared 5- to 7-minute formal PowerPoint presentation with a 5-minute Q&A based on your written proposal. It should provide the class an overview of your plans for your research project. You should use PowerPoint slides, but may also use other visuals or handouts and should plan to stand to deliver this presentation. I will evaluate the presentation on the following:

- Content – thoroughness of research plans with **all** of the required sections listed above
- Appropriateness of research approach
- Organization and logical ordering of presentation topics
- Knowledge and control of the content (extemporaneous presentation without reading from notes or looking back at slides)
- Confidence and ethos
- Gestures and movement
- Eye contact and connection with the audience
- Fillers (uhs, etc.)
- Voice, volume, diction, articulation, pace, usage
- How well the best practices for presentation delivery and PowerPoint are followed
- Presentation preparation and adherence to time limit (you will lose a point for each minute you go over time)

The presentation should have an introduction that includes the context, purpose, and foreshadowing of the content and a conclusion that includes a summary of the content and a strong closing statement.

Please place a copy of your proposal and presentation slides in Canvas before class. If you wish to turn in a printed copy, please Print it in Pure Black and White, three-slides-to-a-page handout format. I will not record a grade for this presentation, but I will give you feedback. You may view it as an opportunity to practice the techniques from the lecture on presentations without worrying about the grade.

## Final Research Presentation

The research presentation should be a prepared 8- to 10-minute formal PowerPoint presentation with a 5- to 8-minute Q&A, which provides the class a summary of your research project conclusion and findings. You must use PowerPoint slides, but may also use other visuals or handouts. You should plan to stand to deliver this presentation. I will evaluate the presentation on the following:

- Content – originality, depth, completeness of research and analysis
- Organization, logical coherence of the sections to each other
- Knowledge and control of the content (extemporaneous presentation without reading from notes or looking back at slides)
- Confidence and ethos
- Gestures and movement
- Eye contact and connection with the audience
- Fillers (uhs, etc.)
- Voice, volume, diction, articulation, pace, usage
- Preparation and adherence to time limit (you will lose 1 point for each 30 seconds you go over the time limit)

The presentation should have an introduction that includes the context, purpose, and foreshadowing of the content and a conclusion that includes a summary of the content and a strong closing statement.

Please place a copy of your research paper and presentation in Canvas before class. You will see separate assignment folders for the PowerPoint and for the final paper. If you wish to turn in a printed copy instead, please Print it in Pure Black and White (color is not necessary), three-slides-to-a-page handout format.

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**Documented Disabilities:** Please speak with your instructor if you have a documented disability that will affect your work in this class**.** All discussions will remain confidential. Students should also contact the Disability Support Services Office in the Allen Center.

# Appendix A – MLSC 600 Formatting Guidelines

Please follow the guidelines for formatting academic papers below in this class (they conform to *MLA Style Sheet*):

1. Use 12 point Times New Roman or similar serif font.
2. Double-space the text of your paper.
3. Leave two spaces after periods and colons.
4. Allow a 1-inch margin on all sides. Use a ragged right margin (in other words, do not use full justification).
5. Indent the first line of paragraphs five spaces. Either use the Tab key or use the paragraph formatting feature.
6. Place your name and the page number on each page in the upper right-hand corner, one-half inch from the top and flush with the right margin. Title files MLSC 600, your name, and the topic as the file name (i.e., MLSC 600, Jones, the Mind essay).
7. Use italics for titles of books or free-standing works instead of underlining them.
8. Use bold instead of underlining for headings should you use them.

For PowerPoint presentations, please print them in Pure Black and White instead of printing in color and print as a handout with three to six slides per page instead of one slide per page.

You may use MLA, APA, or Chicago documentation formats for parenthetical references or notes (foot or end), and for the bibliography whenever you use information from others. Please identify which you are using on your cover page. You will find Zotero very helpful in keeping track of your sources and in formatting your references.